

As schools work to achieve more equitable learning opportunities for every student by challenging the imbalance of power and privilege, raising marginalized voices, and striving for just outcomes, schools must integrate the principles of universal design, responsive teaching practices, and flexible tiered interventions to engage each student.

As teams engage in this process, we encourage anchoring in the [CAST Universal Design Guidelines](#), which we used as a resource to inform our own tool development.

Guiding Beliefs



1. All means all. Each means each.

- a) Strong tier one instruction benefits all students. Lessons designed with multiple entry points, opportunities for complex thinking, and cycles of practice and feedback create conditions for all students to engage.
- b) Each student is capable of deep learning and transfer. Educator perception of student ability matters. It is important for students to know adults believe in them.



2. In addition to, not instead of.

- a) Effective interventions are provided in addition to strong tier-one instruction.
- b) Multi-tiered systems of support (MTSS) is not a system of removal. Each student belongs to the classroom community, and educators work together to maximize the supports available within their learning environment.



3. Learning is fluid and requires flexibility.

- a) Learning is not a straight line. Systems and schedules need to be designed so educators can intervene responsively.
- b) Looking at student data and progress-monitoring are necessary for responsive groupings, effective tier one instruction, and the identification and implementation of supportive interventions.



4. Together, we are stronger.

- a) Students benefit from networks of support. Intentional collaboration between caregivers, family members, and educators in the school community allows for a deeper understanding of student strengths and opportunities for growth.
- b) To provide a system of support, educators must work as a team, with a shared sense of responsibility for all students.